

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



Little People Pre-school Centre, Newtownhamilton,  
County Down

Voluntary playgroup DE Ref No: 5AB-0192

Report of an Inspection in January 2020

# CONTENTS

<b>Section</b>	<b>Page</b>
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	1
5. Outcomes for learners	1
6. Quality of provision	2
7. Leadership and management	2
8. Safeguarding	3
9. Overall effectiveness	3

## Appendices

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

## 1. Context

Little People Pre-school Centre is situated in the village of Newtownhamilton, County Down. Although the staff has remained the same since the time of the last inspection, there has been a change in leadership roles and early years' support.

<b>Number of children:</b>	Class 1
Attending part-time	19
Funded by Department of Education	19
With English as an additional language	#
Who left in previous school year to attend reception provision within a primary school	#

Percentage qualifying under DE admission criteria 1 or 2	21%
Average percentage attendance for the previous year	75%
Number of days open in previous school year	185

**Source:** data provided by the setting.

# fewer than 5

## 2. Views of parents and staff

A minority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were wholly positive. A summary of the questionnaire responses were shared with the leader, deputy leader and a representative from the management committee.

## 3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to evaluate the:

- outcomes for the children;
- quality of provision for learning; and
- leadership and management.

## 4. Overall findings of the inspection

<b>Overall effectiveness</b>	Important areas for improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Important areas for improvement

## 5. Outcomes for learners

- Almost all of the children engage in creative, high quality and purposeful play for sustained periods of time. They are developing well their social and communication skills as they play with and support each other and are at ease with the adults in the room. They have very good levels of independence as they: choose where they wish to play and access freely their own resources; follow confidently the established routines of the day; and make smooth transitions, both during play and from indoor to outdoor play.

- Almost all of the children are making very good progress across all of the areas of the pre-school curriculum. They have a very good understanding of the early mathematical concepts and language associated with number, measures and shape and they use their mathematical learning naturally during play and while following the established routines of the day. Almost all of the children have good levels of concentration; they listen attentively to the group story and enjoy contributing.
- The children use their senses and imagination to explore their own and the wider environment, and use with curiosity the stimulating natural resources available to them, such as shaving foam, sand, dough, stones, twigs and food to experiment and investigate. Almost all of the children participate during song and rhyme time and their representational artwork is of a high standard.
- The children have very good fine and gross motor skills and manipulate with ease the wide range of interesting and intricate resources available, both in the indoor and outdoor play areas.

## **6. Quality of provision**

- The staff have created an attractive, well-organised and well-resourced learning environment. The range of authentic, natural and intricate resources captures very well the children's imagination and curiosity and promotes sustained play. The children's independent representational artwork is celebrated throughout the playroom.
- The quality of the staff interactions with the children is mostly very good. The staff know the children well and respond appropriately to their interests. They model play effectively and promote the development of the children's vocabulary, understanding and thinking through skilful open-ended questioning. The quality of the written planning does not reflect the quality of interaction of the staff. The planning lacks consistency and clarity in articulating the learning, the role of the adult and meeting the needs of individual children. The staff operate a key worker system; they know each child well and record regular observations of their progress. The quality of the information recorded is variable however and does not always inform formally the future planning.
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on the children's outcomes. The well-resourced environment and high quality interactions promote the children's self-esteem and independence.

## **7. Leadership and management**

- Owing to the recent changes in leadership roles and arrangements for early years' support, the process of self-evaluation leading to improvement is at an early stage. Further time and support will be required to embed the process that has been started and to develop a shared understanding among all staff.
- The well-established team work effectively together and are supported in their work by the management committee.

- Effective links have been formed with a range of external agencies, health professionals and a number of local primary schools. Parents are consulted with and are kept informed about the life and work of the playgroup and their children's progress, through: social media; regular newsletters and termly meetings and reports.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children are unsatisfactory. The areas which must be improved urgently include:
  - reviewing and updating all safeguarding and child protection policies and procedures; and
  - accessing relevant child protection training for the management committee.

## **9. Overall effectiveness**

Little People Pre-school Centre needs to address important areas for improvement in the interest of all the learners. The areas for improvement are to:

- improve the cycle of planning, observation and assessment to ensure more consistency and clarity and reflect more accurately the pre-school curricular guidance;
- embed the process of self-evaluation leading to improvement; and
- address the unsatisfactory arrangements for safeguarding.

The ETI will monitor and report on the playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 18 months

The ETI will also return to the playgroup within six weeks to monitor and report on progress in addressing the safeguarding issues<sup>1</sup>.

---

<sup>1</sup> The Department of Education will seek assurance from the relevant authority that they are working with the playgroup in relation to the inspection report.

### Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website <https://www.etini.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation>.

Inspectors observed learning and teaching through play, the children's achievements, progression and standards, scrutinised relevant documentation, and held formal and informal discussions with staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with those involved with leadership and management, including the management group; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

## Reporting terms used by the Education and Training Inspectorate

### Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75% - 90%
A majority	-	50% - 74%
A significant minority	-	30% - 49%
A minority	-	10% - 29%
Very few/a small number	-	less than 10%

### Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management<sup>2</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

<sup>2</sup> And the overall provision in a subject area or unit, as applicable.

## Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.



## **ADDENDUM TO THE REPORT ON THE INSPECTION OF LITTLE PEOPLE PRE-SCHOOL CENTRE IN JANUARY 2020**

### **SAFEGUARDING**

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate, the ETI returned to Little People Pre-school Centre on 4 March 2020 as a follow-up to the inspection which took place on 13 January 2020; the purpose of the visit was to ensure that the safeguarding issues, evaluated as unsatisfactory in the inspection, had been addressed.

On the basis of the evidence available, the revised arrangements now reflect the guidance issued by the relevant departments.

© CROWN COPYRIGHT 2020

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)